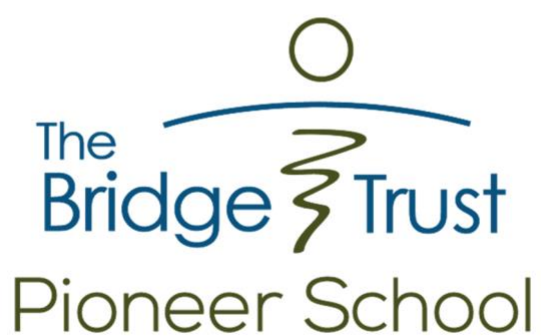


Accessibility Plan



Pride
Passion
Partnership
Professionalism
Positivity

1. Plan

- 1.1. This accessibility plan (the plan) should be read in conjunction with our Trust wide Accessibility Policy.
- 1.2. The plan is compliant with current legislation and requirements as specified in schedule 10, relating to disability, of the Equality Act 2010. The principal, SENDCO, area site manager, and regional estates operations manager are accountable for ensuring the implementation, review, and reporting on progress of the plan over a three year period.
- 1.3. This plan has been drawn up based upon information supplied by the Trust and the Local Authority (LA), and in conjunction with pupils, parents, and staff of the school. This will advise other school planning documents.
- 1.4. The plan is structured to complement and support the Trust's equality objectives. Ofsted inspectors may include a school's accessibility plan as part of their school website review and will advise upon the compliance to the Equality Act 2010.
- 1.5. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 1.6. The school intends, over time, to increase the accessibility of provision for all pupils, staff and visitors. The plan will contain relevant actions to:
 - 1.6.1. Improve access to the physical environment of the school, adding specialist facilities as necessary. This will cover making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
 - 1.6.2. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are able-bodied pupils. This will cover teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It will also cover the provision of specialist auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
 - 1.6.3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, leaflets and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- 1.7. The plan relates to the key aspects of the physical environment, curriculum and written information.
- 1.8. Whole school training will recognise the need to continue raising awareness for staff on their duties under the Equality Act 2010.

Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Access to the physical environment					
Whole school outdoor learning environment	To make Core communication boards available in the outside areas	To ensure all outdoor core communication boards are withstanding the weather conditions	December 2025	Joanne Allain	Core communication boards will be available in all outside areas of the school
Fire Drills	To ensure all staff are clear on the fire procedures and the evacuation grab bags are in use	Refresh the procedures with all staff and ensure that the grab bags contain symbols needed for the evacuation of some pupils. Reshare the symbols to use.	Ongoing with training every September	Karen Mander	In the event of a fire symbols will be used to support the pupils understanding of what is happening

Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Access to the curriculum					
Access to learning in class	All pupils have full access to the curriculum	Review pupils' access to curriculum. Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed, including bespoke 3D printed symbols. Liaise with external professions e.g. SALT/OT to incorporate strategies, specific	Ongoing monitoring	Teachers , monitored by phase leaders	All pupils will have the correct resources and equipment to enable access to the curriculum

		equipment and support			
Total communication	All staff to use a total communication approach	Core communication boards displayed around the school. Bespoke BSL programme including staff training. Support from SaLT	Ongoing Training bi-weekly sessions	SLT	Total communication approach used across the school, all staff trained in BSL
Trips	All school visits and trips need to be accessible to all pupils	Risk assessments to ensure that all children including children with physical disabilities can access trips. Ensure venues and means of transport are vetted for suitability	Ongoing	EVC lead	All pupils are able to access all school trips and take part in a range of activities
Pupils needs	Ensure all staff have specific training on disability issues	Review the induction / medical training programme to ensure all issues are covered. Identify training needs at regular meetings with staff	Ongoing	Phase leaders	All disability issues met. All staff upskilled

Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Delivery of written information					
Whole school	Ensure signage is suitable for nonreaders, is clear and well situated	Walk around the school with the view of a child ensuring all symbols are clearly displayed	Ongoing	SLT	Pupils are able to navigate the school regardless of any disability

Whole school	Understand the needs of pupils and ensure information is available in relevant formats Large print, Pictorial or symbolic representations	All teachers to have access to widget online	Ongoing	Teachers	Pupils have access to curriculum information and all other school information in a format that meets their needs
Parental support	Ensure keyworkers are aware of our non literate families and letters or information is shared verbally with them	Keyworker introduction to families and their role. Keyworkers assigned to families for support	Ongoing	Keyworkers	All families receive the support needed to access written materials

Last Reviewed: September 2025

Review Due: September 2026